

Practical delivery – extent to which SNSAs impacted on classroom management, deployment of additional support staff/teachers and availability of ICT.

ABERDEEN

I was able to do the SNSA when I had a student. It would have been impossible without one.

Children were taken out of class one at a time and I tried to ensure that they didn't miss out on important learning that was part of that day, such as reading, phonics or maths - but I had to work around them being taken out. They went to the nursery office and did their assessment on the computer there with the Senior Early Years Practitioner.

The only reason I managed was because it coincided with my student teacher being on continuous responsibility. Had I had to carry out the assessment in a busy p1 classroom it would have been unmanageable and unfair to the children being assessed. I preferred running the assessment on low volume without headphones so I could hear the assessment as well and support those that needed, this couldn't happen in class.

Depute Head spent weeks administrating. Technology worked well but whole school's laptops were used for the testing so no one else could use them.

Had to use tram teaching time to complete and pull PSA from other tasks
Test.

ABERDEENSHIRE

It didn't impact too much this year as had a student in so was able to take children out individually. Without a student would have struggled to do assessments with 40 children individually as no PSA support.

I have been employed as an additional member of staff in my establishment on supply days to complete these assessments for the 3 of the primary one classes. The staff have not been able to complete the assessments during class time as each one has taken approximately one hour to complete.

The practical delivery with our younger pupils was problematic. The teachers were having to sit with individual pupils to get it done. As a result, it is questionable whether the tests were conducted fairly. Teachers were having to do the assessments in their NCCT.

Due to the length of the tests, our school got one of our regular supply teachers in for extra days cover-7 of these were needed. Also one of our teachers had a student on continuous, so she was able to assess. These tests had to be done individually, not in a group or in a relaxed classroom setting as suggested by Mr

Swinney. Should be budgeted for as this has taken a lot of time -and money - to complete this. There is no way you could deliver these tests whilst in class with 24 other pupils.

Tests were completed on a 1-1 basis (class teacher and pupil). Supply/management/McCrone/breaks all used to cover testing time. iPad used to complete tests as P1 mouse skills are not developed enough to manoeuvre and click.

The assessments are not practical for doing with P1's in large groups. They had to be done 1-1 due to the IT skills required and pupils' engagement for the length of time expected. As a P1 teacher I spent all my non-class contact time for 3 weeks, as well as having additional days where a supply teacher came in to take my class. It hugely impacted learning and teaching within my class due to the length of time it took to complete the assessments and the time I had to spend away from the class.

Took up NCCT to administer P1 assessments.

ICT wasn't a problem. We used iPads as I had seen online comments stating these were more user friendly. I've only got 3 P1s so PSA time was available, however, still 40 minutes plus per pupil - a long assessment for a P1.

See answer above. Again, it would be difficult with a class of children as each child needs to be 1-1 when in P1.

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I used most of my non-contact time as I was unable to deploy my PSA's to do this as the need in my class was too great and they would have suffered had I removed the support from the class. Teachers that had students also helped to complete these and also covered me to complete the assessments.

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In a large school with three P1 classes, it took over two weeks of SMT hours to cover the time needed to support the assessments. This had a significant negative impact on the school as support was then restricted in other areas.

Numerous lessons disrupted. Management and support staff had to deliver.

School ICT not able to be used for other classes during testing.

A lot. PSA took 4 days to assess 4 children.

All free support staff were used and McCrone used to allow children 1-1 for each assessment.

All children were taken at once to ICT suite and completed assessments at same time. Those who finished before others returned to class. Those who hadn't finished were taken again on a different date to complete the assessments. During this time the ICT suite was unavailable.

Availability of ICT was an issue. Some timetabling of support staff required for a few pupils but only very minimal.

Hugely!! It took up all school IT resources for a number of days, meaning not only the rest of the pupils in my class but also the rest of the school could not use the school laptops. Also, other teaching in class had to pretty much stop for a couple of hours a day until we had completed all the SNSA assessments.

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P1 SNSAs took 2 weeks (on four days each week) with the help of two PSAs on two to three of these days. P1 SNSAs were carried out one to one using an iPad.

I was fortunate enough to have a student teacher so could use time when she was in class. However, 3 weeks was still not long enough and ended up using McCrone time to complete them.

It would have been nice to have had another member of staff because as a teacher of 27, if 6 are doing the SNSAs then you have 21 children who are having to do a sit-down task. This doesn't take into account the reading of questions for children with dyslexia. The assessments should have an option to allow the questions to be read out.

The assessments had a huge impact on P1 learning as children were unable to use ICT independently. Further up the school the impact was less as half a class at a time could sit the assessments. However, it did impact the whole school as ICT equipment was unavailable for teaching and learning. Teaching staff were tied up completing the assessments and felt under pressure to complete the assessments. Fortunately, the software worked well and when problems did occur there was support available.

Fortunately, we have had a very good student teacher in school so have used some time out of class to complete these although otherwise I am unsure how these would have been arranged. The P1 tests were lengthy for many pupils and individuals required 1-1. To undertake we have required a full-time member of staff to take almost 2 weeks to cover all levels. (3 classes)

Effectively closed down access to school library and large number of support staff unavailable for other work in school.

Availability of technology required over a lengthy period was tricky. Had no support staff to help administer tests - all allocated to Early Years classes.

Technology not a problem but with Maths it would have been better to have had sound as it was maths being tested not reading and to support children better more adult supervision would have been preferable.

I had 7 children that needed the writing and maths tests read to them. There was no extra allocation of support staff. It took a long time and meant other areas had to suffer as I couldn't do two things at once. The relatively small timescale set for us meant they had to do all three tests in quick succession. I think this affected the results of the third test sat.

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P1 was a logistical nightmare and ridiculous in questions. It was of no benefit that I can see except in stressing staff if that was the goal!

The testing impacted class management because each child had to come in and out individually missing their learning/teacher inputs, etc. Very disruptive to the child, the rest of the class and the teacher. Our school had to have a supply teacher in for a total of 9 days to carry out the SNSAs with each individual p1 pupil which was a huge expense for the school impacting on their budget. No additional funds were given by the authority to cover these costs. This money could have been much better spent on equipment and resources for the school.

I had a student teacher in class and so I spent about six full days in all administering assessments with my six 6 P1s in P1/2 and then children from other P1 classes. A supply teacher was in to administer tests once and sometimes twice a week during this six-week period. For some children the class teacher administered the assessment while the supply teacher covered the class.

Very tricky. Pupils required a lot of support and use of laptops/iPads which ate into PSA support time and ICT time as well as classroom time.

I had no support in a class with persistent and often severe behaviour issues for the week, which would have gone into the second week had I not been in tears trying to carry on with normal timetable.

1-1 support needed for P1 means support staff were taken away from working with a class for about a month to enable us to get them completed.

ANGUS

Support staff have been removed from other classes to aid in the completion of SNSAs meaning classes are without support, albeit for a short while.

Management have also had to support these assessments, pulling them from their role.

Completed on our class iPads rather than on a laptop/PC - much easier for younger children to handle. Support staff for small group intervention taken away for approximately 2 weeks in order to complete bulk of assessments.

Class teachers given some time out to complete assessments with children who require additional support/who were expected to find the assessment particularly challenging.

Took SPSA, DHT and class teacher away from working with children. Also, ICT resources and library were out of use until the tests were complete. I found one to one was needed for some pupils and one to two was the maximum.

SNSAs have greatly impacted on classroom support with each assessment taking 30-40 minutes. SPSAs are deployed daily to try and get through all 62 of our P1s with only around 4 children being assessed each day.

Assessments are fairly lengthy and with 1-1 completion, required a significant amount of adult time. We have a distinct lack of support staff and we were only able to complete these assessments effectively due to a student placement providing class cover. These assessments were completed on our smart boards; however the 'drag and drop' motion was unreliable.

Required 1-1 adult support for each assessment using an iPad each. Around 2 hours per child.

As mentioned before, early level support staff were taken from classes for two weeks to complete P1 SNSAs, children had to leave learning to complete these and they had to be done on iPads as the school does not have an ICT suite. Additional staff needed to complete testing.

Primary 1 SNSAs have had a huge impact on support and management. We have 69 P1 pupils who needed one to one support with the SNSA assessment using the iPad. This meant we had to timetable several members of staff for weeks to complete them. Space was also an issue as we needed a quiet environment with no distractions to the children could concentrate for 25-40 minutes (this is for a single literacy assessment).

Uses up staff who we desperately need to support children. Each assessment is lengthy, and the children are exhausted after it or just start guessing because they are bored.

The literacy tests were far too long to complete. In some sessions only 2 children were completing the literacy aspect in 1 hour 30 mins. The test also could not be completed in the classroom, it has to be completed in a quiet environment.

ARGYLL & BUTE

As we are a small multi composite class, staff and supporting the pupils was difficult. I had to give management time to support group taking part in testing. It took 1 1/2 hours to get all the computers logged in before we even sat the test.

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skipped questions & unable to go back. P1s went out with support assistant in pairs as they are not yet technically proficient enough to use the iPads on their own. Huge implications for staffing!

I had to be released from class for two days in order to complete them all with my P1 class.

This took up most of my day (additional support staff) in class with 4 children at a time. Some days even only 2 depending on the children. I was actually ashamed to be putting them through this. Some of these children were still nursery level. I asked about outcomes and I do not feel results are true to what is supposed to be expected. These were supposed to be for language and literacy. Not IT or trick questions. Not a true outcome at all.

It took me out of my job therefore other children suffered.

Meant that HT time was used for individual assessments as we are a one class school - so management time was lost over a three-week period. ICT ok but worked on iPads much better than any other hardware so we need access to more of these to give an equal chance to children.

CLACKMANNANSHIRE

Impact wasn't too severe but another inconvenience when we had already done Incas testing. Also done NGRTs. It also resulted in laptop timetable being suspended again for pupils.

DUMFRIES & GALLOWAY

Huge impact as class cover was needed to allow teacher to support children. Reading especially was very time consuming and layout was very wordy with more instruction than actual assessment. Netbooks made delivery even more difficult due to small screen. Enlarging text then required a lot of scrolling up and down, detracting from actual questioning.

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P1 teachers had to complete them during their RICCT time. Support staff couldn't be removed from their assigned children. Management also had to complete a lot of them.

I chose to oversee 3 children at a time, but I felt one to one would have been beneficial as I couldn't see every answer and some children said they hadn't clicked on the 'read to me' button in the reading or clicked on the wrong button, etc. I logged all the children on as I felt the user names and passwords were far too difficult for P1 children to type themselves.

Very hard to deliver the SNSA assessments in P1 due to their lack of computer skills. This is not a reflection of the children, rather, that developmentally they have not been shown how to scroll or click on different tabs. I have no computers in my classroom and could only use an ICT suite to complete this. This impacted on the rest of the school as they could not use the suite during the time we were completing the assessments. The time it could to complete the assessments was also lengthy resulting in children becoming frustrated and upset because they

could not complete the assessment. It was also a lengthy process for me as the class teacher as organisationally I worked with a group of 5 children to make it manageable. This meant another teacher had to cover my class to allow me to do this. Because I was working with a small number of children, it meant that completing the assessments took a long time.

I attempted whole class SNSAs as my class are very familiar with ICT and our school laptops. I quickly realised this was not possible. I then moved to small groups working on the SNSAs whilst the others had free flow activities - time fillers as I couldn't give the children tasks they couldn't complete independently. I couldn't do any direct teaching at these points as I had to support the children doing the SNSAs. The P1 Literacy SNSA especially took up far too much time and the children needed a huge amount of support to complete them (not support for answering the questions, support for simply understanding what they were being asked to do). I do not have any support time allocated to my class due to the recent cull of Classroom Assistants, so I had to support completion myself. We are only timetabled for our ICT trolley once a week so in order to complete these I had to take the slots from other classes, meaning they had non-ICT that week.

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Massively affected use of staff, Netbook use so rest of school lost ICT time and support time as that was used to implement tests. 4 children out of class at a time therefore having to be picked up on the teaching missed.

Our ICT suite was out of action for the entire school for 2 weeks. My support on the classroom for one child with Down's Syndrome and another with high needs was taken. My class was all over the place, in and out at different times for a week.

In primary 1 they are totally unmanageable to administer! The format is so complicated, especially for the literacy so there was no chance the children could complete them independently. It took well over an hour per child. How is this possible with no classroom assistant to administer them and I am solely responsible for 24 other pupils?!

My HT paid for a day's supply, so I could take children out to complete these. As I am P1 I took 2 children at a time.

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P1 an absolute nightmare. One to one support required for each pupil. LA, SLT and teachers involved.

Could not have carried them out properly without extra support.

Primary 1 pupils cannot access this assessment without one to one support. I had to leave the class with supply teachers sometimes at short notice to administer the assessment with individual pupils. This has had a major impact on the learning

and teaching in my classroom as I have not been able to follow my plans as I would have liked.

Children were taken at unpredictable times. Children will have missed out on core teaching. Management and Learning Assistants carried these out (impact on support for children). Our ICT suite was unavailable for several weeks while these were carried out.

one paragraph redacted - out of scope HT and SLA supporting P1 class on a one to one basis. Far too much time taken when they could be doing other high impact interventions.

Each assessment was on average 50 minutes long! One P1 child had to sit for an hour and 10 minutes doing one assessment. We had to use a teacher who was supposed to be supporting pupils using PEF funding! So those children missed out! I used my RICCT time to view one child completing an assessment. If we did not use a PEF teacher, we would have had no staff to help with tests.

SNSAs administered predominantly by management and additional teacher. Only P1 teacher given time to take tests as we administered 1-1 and were running out of time.

Taken up three weeks of management time as not physically possible for teachers to complete in such a short timescale. Very little direction or training provided to support class teachers.

Completed the SNSAs impacted massively on my classroom time. To enable my Primary 1 pupil to complete the assessments I lost a week's worth of class support to allow adults to support the children to complete the assessments. The assessments were very lengthy and relied on the pupils having good mouse control which my pupils do not. Additionally, to allow adults to know what to do, dual headphones had to be used (so not to disturb others) so both adult and pupil could hear what was going on. I only have 5 pupils, so I dread to think how a teacher with 25 Primary 1s got these completed, and what losses of education were made due to loss of support.

one paragraph redacted - out of scope I know that P1 assessments took a lot of time and manpower.

Had to put everything else on hold. Couldn't find enough laptops for everyone to do at once. Kept losing charge.

P1 Literacy assessments took between 30 -45 mins per child. Numeracy between 20-30 mins each. All completed by class teacher - vast majority done in RICCT time. Class of over 20.

SNSAs were completed by 2 DHTs and one other member of staff. Classes were split into groups and computer suite out of action for other classes. Each class took a week to complete so daily tasks had to be thought out carefully to allow class teacher to continue working with two thirds of the class at any one time.

Huge impact as we have 50 P1's to complete. We have carried out the assessments on an individual basis as our P1's would not have the mouse control to complete them on their own. We also decided that the class teacher should carry them out as we know our children best! I have lost over 4 days of teaching my own class to enable me to undertake the assessments.

DUNDEE

Not easy to conduct and some pupils not given the correct support for it/ differentiation.

Our school used teaching staff who had a teaching student at the time to undertake assessments. This meant those teachers did not always get their collegiate time back spent with students after school. PEYSAs were also used during times when children should have been receiving 1:1 tutoring or small group support.

Awful - had to leave 'busy jobs' for covering teacher and as they were so taxing and time-consuming, children were disengaged with their learning and behaviour and learning were greatly impacted.

The process restricted access to our ICT suite for an extended period ... however this would not really have been necessary with a bit of good planning on management's part.

Myself & my job share were fortunate enough to have a teaching student on full responsibility and we had to carry out the tests on a 1-1 basis. The test requires far too many ICT skills, clicking, dragging, dropping answers which apparently the children are meant to do for themselves. However if we had allowed the children to do this we would probably still be doing them now!

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The ICT suite was out of use for all other classes for numerous days to carry out assessments.

EAST AYRSHIRE

All p1 children completed test in ICT suite independently after completing several practice sessions. It appears that some p1 children in other schools across Scotland got varying levels of support. Children completing independently did not always answer questions due to inability to concentrate for an extended period of time and would have gained better results if a member of staff had guided them through the functionality of the test and encouraged them to focus. This however has huge staff implications.

The impact of the SNSA's was huge. Myself and my stage partner had asked our HT for a classroom assistant to extract children one to one to go to the library where our computers are to complete the assessment. We did not get an email back. At the very last minute to get these handed in, our HT then said to us she wanted to split the 3 classes into 2 classes (going over our ratios) in order to release a teacher to complete these. However, having done similarly when it was a snow day we said we did not want to do this. We were then met with hostility. Our other arrangement was to have our whole class in the library with the pupils completing some work at one end while the teacher did assessments. No teaching or learning occurred. Pupils were not on task as the teacher was completing assessments. It was a horrible environment to work in and led to myself in tears over the pressure and stress of it. Little to no support was given by management.

Onus was placed on guidance staff to administer assessments - lack of IT determined when the classes could sit the tests.

This was a stressful time as they had to be done during class times with 23 other children in the class. It was hard to make sure the environment was quiet enough for the test. We did manage to get some help from CAs in the final week.

Greatly impacted on time. Pupils had to be withdrawn to complete them (additional teacher time taken from supporting ASN and PEF). Logging on to Glow for each pupil was very time consuming when we had over 300 assessments to complete. Assessments often had glitches- e.g. picture needed as part of question did not appear, pupils had to log out and then be logged back on.

Hugely. ICT room schedule abandoned for 2+ weeks to try and get assessments completed. Work in a school with multiple composites meaning children in primaries not assessed needed to be watched by other classes while SNSA undertaken. Loss of valuable teaching time.

I was given no support to complete the assessments and told to do it during my class time. I was given one classroom assistant. I was expected to continue teaching my class of 20 while supporting pupils to complete the assessments as quickly as possible.

The SNSA took out the school's capability to deliver ICT for 2 weeks as we have 4 P1 classes, 2 P4 classes and 2 P7 classes who needed laptops for SNSA. The P7s had to give up class time to support each of the P1 classes to access SNSA. We all went to our IT suite en masse. A p7 supported each p1 with the reading of instructions.

The assessments were administered by DHTs and Guidance. SFL pupils were supported by SFL staff using standard exam supports. One ICT suite was used - this had no impact on teaching as it was a new room that had just been installed.

ICT room was out of bounds for rest of school for a 2 to 3-week period. Regular learning was totally disrupted.

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P1

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struggled to complete test independently and lack of classroom assistants made this a difficult task .

Tests with my P1 class had to be done in small groups so each group was taken by Depute Head Teacher and another class teacher who had some time available due to a teaching student being in her class. This resulted in a number of my class lessons being interrupted resulting in me revisiting teaching and learning that had been missed during the assessments. It also resulted in our ICT suite being unavailable for any ICT lessons (P1 through to P7) for a three-week period while P1, P4 and P7 were being tested.

Classroom Assistants and ELCP off timetable to help support the implementation of these tests, especially at p1 level. Had to scrap ICT timetable to give SNSA classes use of facilities. Some groups of children suffered as a consequence. Several classes gave up ICT time to permit the use of the computer suite for testing. Primary one pupil struggle to even log on to computers, so this was done for them by primary seven pupils. Testing took almost an hour per curricular area. Sitting focused for this length of time for young pupils is virtually impossible.

ICT was taken away from all classes except SNSA levels.

There were not enough staff. 1 teacher for each class plus two classroom assistants. For the week of testing our learning had to stop so that children could be given the time with buddies to complete the two practice and two real assessments. The children with ASN were supported by a teacher or classroom assistant. The technology was not accessible to my P1 class as they cannot use a mouse for a computer. We had recently bought iPads for the school and some of these worked however the internet access in our building is a hit and a miss. We were also having to share our 100 laptops between 300 odd pupils who needed to complete the assessments. Each assessment took too long, and the children became very bored, distracted and therefore ended up misbehaving.

EAST DUNBARTONSHIRE

They were very cumbersome to deliver in Primary 1. A huge workload for staff or covering staff so they could be done. Primary 1 needed to be done 1-1 and the children seemed very stressed especially with the reading one.

Availability of ICT dictated timing of assessments. Support for Learning staff were required to supervise, assist with delivery of assessments.

It had a huge impact on additional staffing. Management team were deployed to cover the tests alongside teachers, using up a set of laptops which meant they couldn't be used by classes.

Delivery impacted on ICT/laptop timetable as all laptops had to be used for testing purposes alone. A "mop-up" date had to be arranged to target children who had been off on the original date or who did not complete the test in the first instance.

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EAST LOTHIAN

The tests are very time consuming! 1-1 for P1. Took roughly 30 mins per child for literacy. Was very hard context for some. Hard to watch a child struggling to read some text that was too hard.

Hugely. Not able to teach P1 children as sitting doing assessments with individuals. P1 children cannot access assessments individually.

This was a nightmare to manage. There was no cover available to support the SNSAs. Children did the assessments 1:1, approximately 40 minutes per literacy assessment and 20 minutes per numeracy assessment. It was extremely difficult hearing what was being said or read in the literacy assessments when trying to do this within a classroom, so we had to sit outside the classroom. This meant we had to utilise support staff within the classroom. It also meant there were no formal lessons being given during SNSA time. 40 minutes was far too long to expect a child to concentrate so we had to stop at times which is allowed but it meant the child who might be in their flow but now tired had to build up again when they continued the assessment.

Children removed from class with no prior agreement.

ICT suite out of action for a fortnight. SMT supervised all assessments.

P1 assessments - the rest of the class are not receiving direct teaching input during assessment time which results in many hours of teaching lost. We do not have iPads so it is one teacher with a laptop supporting each individual child as they are unable to use the touch pad or mouse independently. I have a huge concern over the amount of teaching time that is being lost.

It has impacted hugely on classroom management as each p1 child needs me there to support them as they are not competent using the features of the program themselves. The rest of the class are given activities to do, which unfortunately not all do...plus having 2 children with ASN and only having support for one of these in the morning, this makes it very difficult to complete these assessments. The noise level is high which is completely unfair on the child who is being assessed.

We had no additional support staff but a willing job share P1 teacher came into school on her days off to assist (voluntarily and willing) but this was a big undertaking in order to get all P1 children through the SNSA.

The literacy assessments for p1 are very lengthy and have hugely impacted on teaching time. I am assessing the children myself and with each assessment taking roughly 35mins, it's very difficult to manage the other children. No additional staff have been made available for cover, so I am trying to do assessments as well as manage the rest of the class. It has been such a lengthy process!

I have had to do each test 1:1 with individual pupils which has meant limiting my teaching time. My other P1s have had to do tasks which they can complete without support, to minimise interruptions. Each child has taken at least 45 minutes to

complete their tests. This has been a huge amount of teaching time. I know where my pupils are academically and do not need these tests to inform me. Time could be better spent on teaching and learning.

Each literacy test took between 45 -50 minutes to administer. The skills involved in clicking and dragging objects accurately then navigating to the next question were beyond the capabilities of the P1 children meaning the teacher had to sit with each child to administer the test. Additional support staff are already overstretched and were unavailable to help. This resulted in the rest of the class undertaking tasks which required no teacher input e.g. Free choosing or colouring in. The laptops available in our school are unreliable in connecting to the internet. Some of the text the children were expected to read was far too small. The maths test took a further 25 to 30 minutes per child to administer.

I use rotations for learning so I made it part of my rotations however the passwords are not user friendly, so I had to log pupils on which took time from the group I was working with.

EAST RENFREWSHIRE

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For P1 additional teachers were used due to the challenges of administering the assessments, particularly the literacy.

All children managed to log on ok, no ICT issues. Tests were treated more like their lesson for the day. Tests done in groups, so I could focus on the group doing the test while a member of management taught the rest of the class. At one point there was myself, a deputy head, a teacher that was on hand for technical support and two learning support teachers in my room. This felt like a huge waste of resources in some ways as they were all taken off timetable, impacting on several other classes.

It was all hands-on-deck. Learning support was withdrawn for many children as support teachers and PSA staff were involved in SNSAs. Class lessons were difficult to manage as groups were withdrawn for up to fifty minutes at a time.

An absolute logistical nightmare. With p1, with limited mouse skills, an adult to a maximum of 3 children was possible. With 109 children and 2 papers, this required 218 allocated hours. Taking PSA and SFL time away from other children in the school and making the ICT equipment few and far between. No P1 class teacher could be expected to complete that with their whole class without substantial support from all other available staff.

Assessments were difficult to organise in a large school. Well run by SMT but disruption caused with pupils completing the three separate assessments. Some took longer than a period to complete.

The delivery of the tests required additional staff and management to be in the class, both to help administer the test and to work with the rest of the class, as the whole class could not sit it at one time. Also, some ICT support was also required.

I am a manager in a small school and we chose to implement all the SNSA assessments for all stages. It involved a significant investment of time and we required significant ICT access to chrome books, PCs and iPads. We had to purchase headphones for the iPads for the Primary 1 assessments. We are fortunate that we are a small school and are relatively well off in terms of Digital Technology.

Logistical nightmare as Laptops and chrome books had to be taken off timetable for 6 weeks to administer the test leaving the rest of the school without ICT. ICT was cancelled for three weeks to allow testing to take place. Support staff were used to support testing so were not available in the classroom to support learning. Children were assessed in small groups, so classroom teaching was constantly interrupted for several days.

EDINBURGH

The ICT suite was out of use for the whole of May. PT and DHT completed all testing during the days they were not in class - therefore 2 1/2 days for 4 weeks plus one full week for PT and 3 days for 4 weeks for DHT. No SMT responsibilities were completed during these times with regard to school improvement plan priorities.

Huge impact- class teachers not available for anything else.

We bought extra iPads to conduct. one paragraph redacted - out of scope
 P1 needed 1-1 supervision as could skip through questions without answering, this needs rectifying. This used all classroom assistant time in class over 3 weeks. If teacher was supervising no other work happening. Also need a quiet area with few distractions. Impossible in busy P1 room.

It was done 1-1 in p1 with no support or time out impacted teaching time.

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 But also, at P1 and P4 coinciding with report writing, parents consultations, additional support staff- no additional support staff available due to staff absences and no supply cover, PSA's all being assigned to support particular pupils with ASN needs. ICT- not class sets of iPads or laptops, awaiting ICT refresh, so all dated and not working well, needed to borrow from other classes, all needed them at the same time, software badly designed, especially in P1 assessments.

one paragraph redacted - out of scope It impacted hugely with the Primary 1 tests as these had to all be done 1:1. Therefore all PSA timetables were filled with helping out.

Took 9 English staff and 2 SfL staff to supervise for 4 periods each. Apart from Maths and English, no other depts have this additional workload.

With class sizes being large, the class had to be split into three groups in order for there to be enough space and equipment for them all to take their tests, which meant inefficient use of many members of staff.

We had to deploy a significant number of staff members to aid P1 implementation. Logging in was a nightmare, with the incredibly long usernames and passwords impossible for children to use so adults had to do it all. Due to low broadband, we could only do 12 children at a time, which impacted on learning and teaching time.

Administering these tests to our 54 P1 children took approximately 30 hours of teacher time for numeracy and 40 hours for literacy. The amount of progress that could have been delivered if those hours were used for effective teaching is significant and instead we were required to use that time to run testing which, as I will outline below, is problematic in almost every regard. One of my primary questions about the design of the SNSA system is – why was it not possible to design a system in which the interface fitted the screen? Regardless of the device you use to access the system, almost every page requires that you swipe or scroll down a short distance to locate the green 'next' arrow. This is one of the many reasons that the tests took such a long time to administer. It is just a basic example of thoughtlessness in the way that the tests were created – without considering the experience of the end-user.

The impacts on teachers, support staff and classroom management has been enormous. Not enough computers and iPads and not enough staff to oversee the assessments to ensure that all children are given the same opportunities during the assessments. This has led to what I believe to be unreliable results.

Two P1 teachers spent three weeks completing the assessments, unacceptable.

Massive inconvenience and disruptive to classroom learning.

Support for Learning groups were cancelled to allow P1 class teachers to test or to extract pupils for testing. Our transition programme for ASN pupils moving into P2 was halted due to cancellation of groups which adversely affects these pupils with ASD and their adjustment to new routines and classes.

We did not do this well. We used a combination. Children not really supported. Groups at a time with Pupils Support assistants there as SMT teaching classes, etc.

We used DHT (me), HT, two ASfL teachers and two class teachers!

P1 testing needed to be undertaken on a one to one basis. This was completed mainly when supporting a student and usually in class with the other children doing independent activities. Literacy test in particular was too long for some children with a heavy focus on listening and /or reading long texts. P1 children need support to keep focussed long enough to keep either listening or trying to read things hence one to one implication was needed.

The school management team carried out the SNSAs to take away the burden from teaching staff and this significantly impacted on their workload. Assigning tests to the children and selecting children to download the results of the tests is pretty time consuming and it is not user friendly. Login details and passwords for the children are very long and the children required a fair bit of support to enter these in. They had to be entered in for P1 children as they were unable to do this. P1 tests needed to be carried out on a 1-1 which was extremely time consuming.

one paragraph redacted - out of scope

When working with P1 it took over two weeks to carry out the assessments! Each child had to be pulled out 1:1 with an adult as they don't have the IT or fine motor skills to use a computer and complete an online assessment. This made it very time consuming for our learning support teacher, learning assistants, depute and teachers. It was also a very disruptive process and pupils were coming in and out of class one at a time and the teacher spent most of her time catching those children up on what they had missed.

There was a large disruption due to some of the pupils being tested and others in the classroom waiting for ICT.

They were extremely time consuming. Less able children took double the time of able students. PSAs that are normally used to help facilitate learning within class were pulled for 2 weeks in order to get through the assessments. Not good for those children who require additional support. Luckily, we have class iPads so availability of ICT was not an issue however it did mean we were one iPad down at our technology station during learning rotations.

We completed the tests 1:1 which was very difficult with no classroom cover. We were fortunate to have students at the time which helped support the process, but I am unsure how practical this would have been without someone else teaching the class. I think a certain amount of class cover should be honoured for all stages completing the assessments.

With 90 P1 children to do the assessments it took 7 members of staff to support these assessments over 2 weeks (DHT, class teachers and PSA's). This had a big impact on classroom management, learning and teaching. As it was so time consuming it affected teaching and children were not introduced to anything new within those two weeks as it impacted so much on the running of the P1 and P2 year groups. We had to use Wi-Fi boosters to allow higher numbers of iPads to be connected to the Wi-Fi at one time and we did encounter some difficulties with connections.

With limited ICT in our school there were no available devices for 4 weeks to pupils/staff. One class teacher and the Depute Head Teacher conducted tests for the best part of 5 weeks full time.

The SNSAs put our learning to a standstill, made the day fragmented as children had to leave the classroom 1 at a time and stretched us in terms of resources.

Regular curriculum was basically abandoned to allow for testing to take place over two weeks. No additional staff available to assist with testing.

FALKRIK

I was involved in [redacted] P1 (Literacy & Numeracy).

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[redacted] P1 (Numeracy) -